

Criteria for Determining Participation in the Alternate Assessment for Academic Competence in lieu of the general education assessment

The SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to apply in determining when a child's significant cognitive disability justifies assessment based on alternate achievement standards. 34 CFR 200.6(a)(2)(iii)(A)(1)

The case conference committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with a disability will be assessed on academic achievement standards, on modified academic achievement standards, on alternate academic achievement standards for academic competence or on alternate achievement standards for independent functioning. If the CCC determines that a student will be assessed on alternate achievement standards, the CCC report must describe the reasons it is not appropriate for the student to participate in the general assessment or the modified assessment and include information in support of each of the criteria below. The committee must be informed that the decision to participate in an alternate assessment means that goals describing grade-level proficiency typical of students who intend to receive a high school diploma will not be included in the student's individual education program.

CRITERIA (All three criteria must be satisfied for a student to be eligible to be assessed on modified academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)

1. **Presence of a Disability:** There is empirical evidence of a significant cognitive disability that precludes the acquisition of achievement standards necessary to obtain a high school diploma. However, there is evidence that the student could achieve academic competence at a basic level.

2. **Intensity of Instruction:** Even when provided access to a differentiated general education curriculum, the student is unable to derive reasonable educational benefit without significant individualized modifications to content and performance expectations.

3. **Curricular Outcomes:** The goals and objectives listed in this student's IEP focus on progress on academic skills that are prerequisites to the grade in which the student is enrolled. The student aspires to obtain skills necessary for entry level employment.

EXCLUSIONS

The CCC's determination that the student will be assessed on alternate achievement standards cannot be based on factors such as:

- a. Excessive or extensive absences.
- b. Social, cultural or economic differences.
- c. The mere existence of an IEP or identification in a specific disability category.
- d. A specific special education placement or services.
- e. Emotional, behavioral or physical challenges.
- f. Anticipated scores on ISTEP+.
- g. Concern for AYP calculations.

The Indiana Department of Education will utilize these criteria when reviewing or monitoring student education records for the purpose of determining eligibility to be assessed on alternate achievement standards and including alternate assessment data in federal and state accountability determinations.